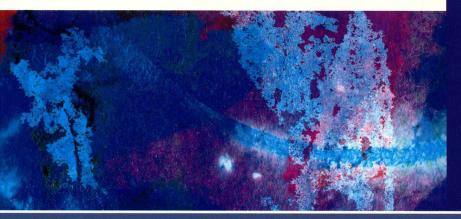


How Languages are Learned



Patsy M. Lightbown & Nina Spada





Also published in Oxford Handbooks for Language Teachers

Teaching American English Pronunciation *Peter Avery and Susan Ehrlich*

Designing and Analyzing Language Tests *Nathan T. Carr*

ESOL: A Critical Guide Melanie Cooke and James Simpson

Success in English Teaching *Paul Davies and Eric Pearse*

Doing Second Language Research James Dean Brown and Theodore S. Rodgers

From Experience to Knowledge Julian Edge and Sue Garton

Teaching Business English Mark Ellis and Christine Johnson

Intercultural Business Communication Robert Gibson

Teaching and Learning in the Language Classroom *Tricia Hedge*

Teaching Second Language Reading Thom Hudson

Teaching English Overseas: An Introduction Sandra Lee McKay

Teaching English as an International Language Sandra Lee McKay

Communication in the Language Classroom *Tony Lynch*

Teaching Second Language Listening *Tony Lynch*

Teaching Young Language Learners Annamaria Pinter The Oxford ESOL Handbook *Philida Schellekens*

Exploring Learner Language Elaine Tarone and Bonnie Swierzbin

Teaching the Pronunciation of English as a Lingua Franca *Robin Walker*

Doing Task-based Teaching Jane Willis and Dave Willis

Explaining English Grammar George Yule

How Languages are Learned

Fourth edition

Patsy M. Lightbown and Nina Spada



OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford, 0x2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2013

The moral rights of the author have been asserted

First published in 2013 2017 2016 2015 10 9 8 7 6 5 4

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 454126 8

Printed in China

This book is printed on paper from certified and well-managed sources.

ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.17 Extract from Language Development and Language Disorders by Lois Bloom and Margaret Lahey (1978). Macmillan Publishers; p.47 Figure from 'Some issues relating to the Monitor Model' by Stephen Krashen, On TESOL (1977). Reprinted by permission of TESOL International Association; p.49 Extract from 'Constructing an acquisition-based procedure for second language assessment' by Manfred Pienemann, Malcolm Johnston, and Geoff Brindley in Studies in Second Language Acquisition, Volume 10/2. pp.217-43 (1988). Reproduced by permission of Cambridge University Press; p.53 Extract from 'Speeding up acquisition of his/her: Explicit L1/L2 contracts help' in Second Language Acquisition and the Younger Learner: Child's Play? by Joanna White (2008) pp.193-228. With kind permission of John Benjamins Publishing Company, Amsterdam/ Philadelphia; p.54 Extract from 'Second language instruction does make a difference' by Catherine Doughty in Studies in Second Language Acquisition, Volume 13/4, pp.431-69 (1991). Reproduced by permission of Cambridge University Press; p.136 Reprinted from International Journal of Educational Research, Volume 37 by Merrill Swain and Sharon Lapkin 'Talking it through: two French immersion learners' response to reformulations' pp.285-304 (2002) with permission from Elsevier; p.139 Extract from 'Corrective feedback and learner uptake' by Roy Lyster and Leila Ranta in Studies in Second Language Acquisition, Volume 19/1 pp.37-66 (1997). Reproduced by permission of Cambridge University Press.

Cartoons by: Sophie Grillet © Oxford University Press 1993, 2005, and 2012.

To the teachers and students from whom we have learned so much

CONTENTS

Preface to the fourth edition				
Introduction	1			
Before we begin				
1 Language learning in early childhood	5			
Preview	5			
First language acquisition	5			
The first three years: Milestones and developmental sequences	6			
The pre-school years	12			
The school years	13			
Explaining first language acquisition	14			
The behaviourist perspective	15			
The innatist perspective	20			
Interactionist/developmental perspectives	24			
Language disorders and delays	29			
Childhood bilingualism	30 33			
Summary Suggestions for further reading	33 34			
	25			
2 Second language learning	35			
Preview	35			
Learner characteristics	36			
Learning conditions	38			
Studying the language of second language learners	40			
Contrastive analysis, error analysis, and interlanguage	41 45			
Developmental sequences	43 57			
More about first language influence Vocabulary	60			
Pragmatics	65			
Phonology	68			
Sampling learners' language	72			
Summary	72			
Suggestions for further reading	73			

3	Individual differences in second language learning	75
	Preview	75
	Research on learner characteristics	77
	Intelligence	79
	Language learning aptitude	80
	Learning styles	83
	Personality	84
	Attitudes and motivation	87
	Motivation in the classroom	88
	Identity and ethnic group affiliation	89
	Learner beliefs	90
	Individual differences and classroom instruction	92
	Age and second language learning	92
	The critical period: More than just pronunciation?	94
	Intuitions of grammaticality	95
	Rate of learning	96
	Age and second language instruction	96
	Summary	99
	Suggestions for further reading	100
4	Explaining second language learning	103
	Preview	103
	The behaviourist perspective	103
	Second language applications: Mimicry and memorization	103
	The innatist perspective	104
	Second language applications: Krashen's 'Monitor Model'	106
	The cognitive perspective	108
	Information processing	108
	Usage-based learning	110
	The competition model	111
	Language and the brain	113
	Second language applications: Interacting, noticing,	
	processing, and practising	113
	The sociocultural perspective	118
	Second language applications: Learning by talking	119
	Summary	120
	Suggestions for further reading	121

5	Observing learning and teaching in the second language classroom	123	
	Preview	123	
	Natural and instructional settings	123	
	In natural acquisition settings	124	
	In structure-based instructional settings	126	
	In communicative instructional settings	127	
	Observation schemes	129	
	Classroom comparisons: Teacher–student interactions	129	
	Classroom comparisons: Student-student interactions	135	
	Corrective feedback in the classroom	139	
	Questions in the classroom	145	
	Ethnography	149	
	Summary	151	
	Suggestions for further reading	152	
6	Second language learning in the classroom	153	
	Preview	153	
	Proposals for teaching	153	
	1 Get it right from the beginning	154	
	2 Just listen and read	159	
	3 Let's talk	165	
	4 Get two for one	171	
	5 Teach what is teachable	177	
	6 Get it right in the end	182	
	Assessing the proposals	194	
	Summary	197	
	Suggestions for further reading	198	
7	Popular ideas about language learning revisited	201	
	Preview	201	
	Reflecting on the popular ideas: Learning from research	201	
	Conclusion	212	
G	lossary	213	
	Bibliography		
Index			
	100,000	249	

ACKNOWLEDGEMENTS

We wish first to thank the readers who responded so positively to the earlier editions of this book. With each edition, we have benefited from suggestions and feedback offered by colleagues and students. Our thanks to Ahlem Ammar, Alexander Ary, Philippa Bell, Luz Celaya, Laura Collins, Maria Fröhlich, Randall Halter, Zhaohong Han, Marlise Horst, Jim Hu, Phillip Hubbard, Youjin Kim, Roy Lyster, Alison Mackey, Kim McDonough, Shawn Loewen, Paul Meara, Imma Miralpeix, Vicki Murphy, Carmen Muñoz, Heike Neumann, Howard Nicholas, Paul Quinn, Katherine Rehner, Mela Sarkar, Raquel Serrano, Younghee Sheen, Wataru Suzuki, and Yasuyo Tomita. Leila Ranta, and Jude Rand made essential contributions to the first edition.

At Oxford University Press, we owe a debt to Henry Widdowson for his early encouragement and to Cristina Whitecross, who was our editor for the first three editions. We are grateful to Catherine Kneafsey, Julia Bell, Hazel Geatches, and Ann Hunter who have worked with us through the development of this new edition. We thank the English Speaking Union for conferring the 1993 Duke of Edinburgh book prize for Applied Linguistics on the book.